

ABSTRACT

Anggri Muhtia. S891702001. 2019. **Investigating the Implementation of Blended Learning Using Schoology in a Paragraph Writing Course (A Case Study at the Undergraduate Program of English Department, UIN Antasari Banjarmasin).** Thesis. First Consultant: Dr. Suparno, M.Pd.; Second Consultant: Dr. Sumardi, M.Hum. English Education Department, Graduate School, Sebelas Maret University.

Blended learning, the instructional approach integrating online learning and face-to-face learning, is one of the approaches gaining widespread acceptance among educational practitioners. In spite of the widespread support of acceptance this approach has gained, it is admitted that there is no single standard formula for a successful blended learning program, and thus more practices of blended learning need to be investigated and reported. The purposes of this study are (1) to investigate the implementation of blended learning using *Schoology* in a paragraph writing course; and (2) to find out the extent to which the implementation of blended learning affects students' paragraph writing performance.

The research method used in this study was a case study. The study was conducted at the English Education Department of UIN Antasari Banjarmasin from March to December 2018. One lecturer and six undergraduate students of a paragraph writing class were purposively chosen as the participants. Observations, interviews, and document analysis were used as the techniques for collecting data. Data were then analyzed using the Miles and Huberman's interactive model, which includes three major steps of the analysis consisting of data condensation, data display, and drawing and verifying conclusions.

The research findings show that the paragraph writing course is designed using the supplemental model of blended learning, and there are ten main learning activities in the course, namely uploading materials, online quizzes, online writing assignments, displaying the assignments, online feedback, teacher-student conferencing, lecture, group work, class discussion, and portfolio. These activities are intended to maximize the use of classroom time for active and collaborative learning activities, supplemented with online activities to reinforce learning undertaken in the classroom. There are five general challenges along with the solutions identified in the course including poor internet access, login failure, students' less active participation in online/outside activities, plagiarism, and additional workload on the lecturer's part. The students' paragraph writing performance seen from the result of final test is satisfying, indicating that the use of blended learning has a positive effect on students' paragraph writing performance.

Keywords: blended learning, face-to-face, online, paragraph writing, *Schoology*